Lesson Plan

| Name: Aly Han | Date: March 2022 |
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| Grade: Elementary School | Class Type: Orff Method |

| **1. Measurable Objective(s): *(Measurable learning objectives use action verbs to describe what you want the students to be able to do by the end of the class.***  Students will be able to clearly play through the whole of the short arrangement of the song I arranged (*TikTok* by Kesha). |
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| **2. Assessment: *(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives.)***  Students will be able to demonstrate their understanding and ability by playing with minimal mistakes (hitting wrong notes, hitting notes close to the intended note, etc.), and following dynamic instructions when given (I have not written any on the arrangement so that I can switch it up here and there as needed). |
| **3. National Standards: *(Creating, Performing, Responding – Write out the standards that you will be addressing in their entirety.)***  **Performing**   * Analyze * Interpret * Rehearse, Evaluate and Refine * Present   **Responding**   * Analyze * Interpret * Evaluate |
| **4. State Standards: (*Creating, Performing, Responding, Connecting - Write out the standards that you will be addressing in their entirety.)***  **Performing**   * Select, analyze, and interpret artistic work for presentation. * Develop and refine artistic techniques and work for presentation * Convey meaning through the presentation of artistic work   **Responding**   * Perceive and analyze artistic work * Interpret intent and meaning in artistic work * Apply criteria to evaluate artistic work |
| **5. Required Prior Knowledge and Skills: *(What must students know to be successful.)***  Students should be familiar with the xylophone to some extent (knowing how to hold the mallets, not hitting it too hard, where the lower and higher notes are, etc.), and know how to read simple sheet music |
| **6.Material, Repertoire, Equipment needed: *(Be sure to include music titles, composer/arranger, text etc.)***  My arrangement of the song, printouts of said music, xylophones, and mallets. |
| **7. Review Needed: *(What needs to be reviewed to reinforce prior learning related to this lesson.)***  Review may include asking students what notes are, playing two notes at the same time, and how to play loudly or softly on the instrument. |
| **8. Accommodations: *(Special Needs, ELL, etc.)***  Students who physically have a difficult time sitting on the floor for extended periods may use a bass xylophone and sit on a chair, or may use the marimba in the back of the classroom, either sitting or standing. |
| **9. Agenda: *(List items to be taught and post.)***   1. Triplet feel 2. Single note melodies 3. Phrases with chords 4. Playing together by section 5. Playing all together |

**10. Lesson Sequence *(Be sure to list time in the Pacing Section)*  Pacing**

| **A. Brief Opening: *(A teacher posted, group or brief individual, assignment. Brief reading writing, editing, or problem-solving activity to ready them for learning – may be a question about the rehearsal music or at the younger levels it may be a learning activity to set up for today's lesson such as a "Do Now.")***  I do have quarter note triplets, so I will start the lesson by playing triplets and getting students in the groove, and so they can first hear what it sounds like before having them play it. | 5 minutes. |
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| **B. Learning Activities: *(What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need.)***   1. Students will learn to play a quarter note triplet in context of 4/4 time, which will be taught through brief explanation, and a demonstration. 2. Students will then play each line according to their part (SAB). Single line melodies first, and then I will focus on those who have chords. Then students who have the same rhythmic patterns in harmony will play together. 3. Students will then play all together, but only through a few measures at a time, before playing all together. | 20 minutes |
| **C. Closing/Wrap-up: *(This is a recap of the key learning of the day to check for understanding. Could be a ticket to leave as individuals or group answers.)***  We will play all together and keep repeating it until we hear a mistake, or if they can get through it 5 times with no mistakes. | 5 minutes. |
| **D. Assignment:**  N/A |  |

| **11. Reflection Prompt*: What do you think went particularly well? How did this strength impact your students’ learning?*** |
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| **12. Reflection Prompt: *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students’ learning?*** |